

REVISED 3/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mr. G. Edward Fearer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Marclay School
(As it should appear in the official records)

School Mailing Address 111 Bruceton Road
(If address is P.O. Box, also include street address)

Markleysburg PA 15459-9615
City State Zip Code+4 (9 digits total)

County Fayette School Code Number* 101268003-000002137

Telephone (724) 329-4248 Fax (724) 329-5237

Website/URL www.uniontown.k12.pa.us E-mail fearere@mail.uniontown.k12.pa.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Charles D. Machesky
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Uniontown Area School District Tel.(724) 438-4501 xt. 206

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Harry J. Kaufman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

4	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
2	Other Elementary/Jr. High
8	TOTAL

2. District Per Pupil Expenditure: 4,933.53

- Average State Per Pupil Expenditure: 9,602.57

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input checked="" type="checkbox"/>	Rural

4. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	17	11	28	8			
1	11	7	18	9			
2	14	13	27	10			
3	7	7	14	11			
4	17	10	27	12			
5	9	16	25	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							139

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>100</u> | % White |
| _____ | % Black or African American |
| _____ | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 26 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	36
(4)	Total number of students in the school as of October 1	139
(5)	Subtotal in row (3) divided by total in row (4)	0.26
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 0%
 Total Number Limited English Proficient
Number of languages represented: _____
Specify languages:

9. Students eligible for free/reduced-priced meals: 57%
Total number students who qualify: 77

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %
14 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u>	<u>2</u>
Classroom teachers	<u>6</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>6</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>5</u>	<u>1</u>
Total number	<u>11</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 20:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	94%	95%	95%	95%	94%
Teacher turnover rate	15%	10%	20%	0%	10%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Marclay School is a kindergarten through fifth grade elementary school in the Uniontown Area School District. It is located in the small rural community of Markleysburg, Pennsylvania, which is in the mountainous area of the southwestern part of the state. Marclay's mission is to provide sufficient resources, experiences and opportunities to permit all of its students to achieve their fullest potential. Marclay's successes over the last three years can be attributed to the implementation of several educational programs that have led to effective classroom instruction, meaningful learning experiences for students and greater involvement by parents and community members.

Upon receipt of the Spring 2001 PSSA results, Marclay's professional staff agreed that changes were necessary to produce consistent growth relative to student achievement. Up to this time, each year's assessment scores had indicated mixed results and inconsistent progress. Of great concern was the number of students (especially special education students) performing at the basic and below basic levels on the state assessments. This information was essential in the development of an Action Plan that combines planning, implementation, assessment instruction, and student performance to form an effective systematic approach to improve student achievement.

With one classroom at each grade level, Marclay School's 130 students receive instruction using a differentiated approach. In this small setting, teachers have an in-depth understanding of their students' abilities and needs through the use of various formal and informal assessments. Based on the results, students' instructional levels are determined. For much of each day, students are actively engaged in small groups. Classroom teachers, Title I teachers and instructional aides work simultaneously with students at various levels, providing instruction and support to promote student success. This teaching strategy is producing impressive results. Not only are students at lower levels making significant progress, but students at higher levels are accelerated, resulting in impressive gains.

It is the desire of Marclay's staff to accentuate the positive. Student recognition programs are conducted at the end of each nine-week grading period. Students are rewarded for effort, attendance and citizenship. An Honor Roll system recognizes academic achievement in grades four and five. At the end of each year parents are invited to attend an Awards Program where trophies are presented for academic achievement throughout the year.

Marclay School has always enjoyed a high level of parent support. This support has increased to even higher levels as student achievement has risen. The Marclay staff recognizes the need for parents and community members to better understand recent changes in education relative to NCLB, State Standards and PSSA and how these have impacted the local school and their children. In addition to regular communication from classroom teachers, monthly newsletters are issued to inform parents of school events and strategies they can use at home to help and enhance their children's educational experiences. Parent-teacher conferences are scheduled at the conclusion of each grading period. "Explore and Educate Workshops" are planned by an active Principal's Advisory Council, comprised of the principal, teachers, parents and community representative. In these workshops, parents are exposed to various teaching strategies, classroom assessments, rubrics, learning styles and parenting skills to name a few. The school is reaping the benefits of these parent involvement efforts as with greater understanding comes more effective support for our students.

Marclay school has become a special place in the community where learning is exciting and

meaningful, and where parents and community members can come to celebrate the success of our children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Interpretation of Reading /Mathematics Assessment Results

The reading and math Pennsylvania System of School Assessment (PSSA) is administered to students in grade five at the elementary level each April. Performance levels, designated as advanced, proficient, basic and below basic, are criterion based measures that represent how well a student is achieving in a particular area of Pennsylvania's academic standards. Below are brief descriptions of each performance level.

Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of skills.

Proficient: Satisfactory academic performance indicating a solid understanding and adequate display of skills.

Basic: Marginal academic performance, work approaching, but not yet reaching satisfactory performance. This level indicates a partial understanding and limited display of skills.

Below Basic: inadequate academic performance that indicates little understanding and minimal display of skills.

Additional information on the state assessment system may be found at www.pde.state.pa.us.

Performance level results are presented as a percent of all tested students scoring at each performance level. Additionally, disaggregated results are presented when the total number of students in each subgroup is at least ten. Reported subgroups for Marclay School in most years include economically disadvantaged, non-IEP, male and female.

Students performing at the proficient level on the PSSA meet the standard. Beginning with April 2002 assessment results, Marclay students have shown consistent significant improvement with students achieving proficiency levels in both reading and math. April 2004 results show that with 100% participation, all fifth-grade students performed at or above the proficiency level. Furthermore, no significant disparities existed between the subgroups with equally consistent improvement from April 2002 through April 2004.

The Iowa Tests of Basic Skills (ITBS) is a norm-referenced achievement battery composed of tests in several subject areas. Results of ITBS assessment in reading and math are represented in this report. Tests are administered under uniform conditions at each grade level. Score distributions obtained from the national standardization program are the norms that provide a basis for interpreting student performance. Norms also enable a school to look at the achievement levels of its students in relation to a nationally representative student group.

NCE scores are presented in this report as it is appropriate to average NCE's when reporting growth of group performance.

ITBS testing in the fall of each year provides valuable information relative to the strengths and needs of groups of students. More importantly, teachers at Marclay use individual ITBS results along with individual PSSA results and local assessment results to properly group students for differentiated instruction. Even when a student performs at very high levels, breakdowns of composite scores indicate specific strengths and needs that are useful in developing learning activities that are appropriate for each student.

Use of Assessment Data to Improve Student/School Performance

Students at Marclay School are assessed at each grade level using the Iowa Tests of Basic Skills (ITBS). These assessments measure achievement in reading, language, math, social studies and science and are administered each year in October and April. Results are used to determine individual and group

academic growth from the beginning to the end of each year and in comparison between years.

The PSSA assessments are administered in April of each year to students in grade five. Results are provided to the school the following July with individual students reports issued in September. Reading and math achievement is reported for each student as well as grade level information for the school and district.

A district-wide Local Assessment Program is a performance based assessment measuring achievement based on the state's standards in reading, writing and math at each grade level. These assessments are administered three times each year. The results of these indicate growth and need on an individual and whole class basis.

Teachers administer classroom assessments regularly to measure individual achievement based on state standards. The results of these evaluations are used to drive classroom instruction.

The results of the various assessments described above are presented to the professional staff at the beginning of each school year. The information gathered from these assessment reports is essential in preparing each year's School Action Plan. Decisions are made regarding the effectiveness of teaching strategies utilized at each grade level. Changes are made in curricula and/or instructional delivery when scores indicate insufficient progress with a particular skill or standard. Local and classroom assessment results allow teachers to adjust instruction and provide alternative learning experiences to meet students needs throughout the school year.

Communication of Assessment Data

Various approaches are used to disseminate assessment data to students, parents, and the community. Teachers meet with students individually to discuss classroom and local assessment results. Teachers also share this information at parent-teacher conferences held at the end of each nine-week grading period.

ITBS scores are distributed to parents in written reports that describe each tested skill area along with the interpretation of presented scores. These results are also discussed with students and parents during conferences.

Individual and school reports are provided by PDE for PSSA assessments. School results are posted on the district's website as part of the published "District Report Card". School results are also presented at a scheduled PTO meeting each fall. Detailed school information is shared at "Explore and Educate" parent workshops in presentations that explain State Standards and methods of assessing proficiency. Individual student reports are distributed to students in a special assembly with an overview presented by the principal. This is followed by classroom teachers conferencing with students regarding each one's specific strengths and needs.

Opportunities to Share Successes

Marclay's teaching staff enjoys sharing the school's success story. The continued progress in student achievement has given them confidence in knowing that the educational strategies they are using in their classrooms produce positive results. Opportunities have come to share these experiences with other educators.

The first such opportunity came when the district's curriculum coordinator recognized that new educational approaches being used at Marclay school were yielding significantly higher student achievement. A team of teachers was asked to present the benefits of flexible grouping and differentiated instruction to teachers at the other elementary and middle schools in the district. This opened doors of communication between schools and has helped all involved as effective teaching strategies are shared among staff.

A team, comprised of the principal, classroom teachers, Title I teacher and learning support teacher, presented at the Tri-State Study Council annual conference in October 2004. The team emphasized the importance of having an in-depth understanding of each student's abilities through the use of frequent and varied assessment. The change to a full inclusion model for instructing special

education was also presented.

In January 2005, a team comprised of the district's curriculum coordinator, principal, classroom teachers and Title I teacher made a similar presentation at Westminster College to math coaches serving school districts in western Pennsylvania. Emphasized, was the importance of collaboration among teachers across grade levels and subject areas to provide meaningful continuity and connection of an educational program.

Published PSSA results in local newspapers and on websites continue to bring frequent calls to Marclay school and district offices from educators in other school systems. Administrators and teachers have enjoyed the exchange of successful practices as we continue to improve student achievement.

PART V – CURRICULUM AND INSTRUCTION

Curriculum Overview

The core of Marclay's Integrated Language Arts curriculum is a Balanced Literacy Framework which integrates various reading and writing components and strategies. Even though small and large group instruction is used, most of the reading skills are taught in small flexible groups. In the small groups, the students interact with texts on their instructional levels by connecting with the texts through personal experiences, silent and oral reading, the use of strategies that develop vocabulary, fluency, and comprehension, and readers' responses. The students are assessed through teacher observation and questioning, running records, and performance tasks. The curriculum is aligned to Pennsylvania's Academic Reading and Writing Standards.

Marclay's math curriculum is aligned to Pennsylvania's Academic Standards and Assessment Anchors through our Kindergarten-6th grade Math Curriculum Map. The significant content is addressed through daily practice problems that address state standards, whole class instruction, and small group work and instruction that meet the instructional needs of each student. Important aspects of the math instruction are high student engagement, cooperative learning, problem solving, and the use of manipulatives.

The science curriculum at Marclay in grades Kindergarten through fifth grade has been aligned to Pennsylvania's Academic Standards for Science and Technology and Environment and Ecology. The science curriculum in grades Kindergarten through eighth grade district- wide however, is currently being mapped by grade level. The completed map will be a tool to not only drive each classroom teacher's instruction and assessment, but will also be used to guide instructional material selection and professional development at each building and grade level. Our goal will be to develop scientifically literate students with strong communication skills who apply scientific knowledge to real world situations. The students are engaged in both science and social studies content through a continuous repeated pattern of whole class/flexible group instruction, individual work and/or flexible grouping, and then coming together as a whole class/group for sharing, answering questions and summarizing.

The social studies curriculum at Marclay School is aligned to Pennsylvania's Academic Standards for History, Geography, and Civics and Government. Presently, the social studies concepts are integrated throughout the Language Arts, Mathematics and Science curriculum in grades Kindergarten through second. In grades three through five, the social studies concepts and skills are integrated somewhat in the areas just listed, but are also taught as a separate class. The social studies curriculum will be mapped by grade level in the near future so that repetitions and gaps in the curriculum can be eliminated.

The students in Kindergarten through fifth grade receive weekly Art, Music and Physical Education classes from highly qualified teachers in each area. The curriculum in these three classes has been aligned with Pennsylvania's Academic Standards for Art and Humanities and Health, Safety, and Physical Education. The students are engaged with the content through whole and small group instruction, guided practice, and performance tasks.

Reading Curriculum Overview

Marclay School's Reading Curriculum is aligned to and addresses Pennsylvania's State Academic Reading Standards through a Balanced Literacy Framework. The eight major components of this framework include four kinds of reading - reading aloud and shared, guided, and independent reading. The framework also includes four types of writing – shared, interactive, guided, and independent writing.

During Guided Reading in grades Kindergarten through four, the teacher meets with one small group of students at a time, while the other students work at various learning centers or on activities from a Choice Menu. In the small flexible reading groups, the students read texts at increasingly challenging levels of difficulty. Vocabulary and fluency are developed and comprehension strategies are taught through teacher questioning and various reader responses/performance tasks. All of these skills and strategies are taught while relating the students back to the text they are reading, NOT IN ISOLATION.

This framework was chosen because students are taught and their needs are identified and met, in small groups on their instructional levels. Comprehension is the major goal of Guided Reading. Guided Reading is not used in fifth grade, but the following pattern is continuously repeated in order to meet students' individual needs, thereby increasing opportunities for student success: 1)whole class/flexible group instruction for the purpose of introducing ideas, planning and/or sharing, 2)individual work and/or flexible group work takes place while the teacher checks for understanding and guides students to higher levels of achievement, and 3)coming together as a whole class/group for instruction and to share and answer questions. Harcourt anthologies and accompanying materials are used in fifth grade, along with Measuring Up books and Diagnostic Test Packs from Peoples Publishing which contain activities and test questions aligned to Pennsylvania's Academic Reading Standards.

Math Curriculum Overview

The math curriculum is aligned to Pennsylvania's Academic Standards and Assessment Anchors through our Kindergarten-6th grade Math Curriculum Map. This map aids the teachers as far as knowing which skills to teach each month, resources, vocabulary and assessments.

A very important part of the school's mission involves meeting the academic needs of each student. This is exemplified through the way math is taught at Marclay School.

For example, starting two years ago, in order to address ALL students' needs in the fifth grade, the principal and teachers received permission from the Learning Support children's parents to change the IEP's so that the Learning Support students could be included in the regular classroom for math instruction. Once that took place, Learning Support students were given the same whole group instruction and PSSA preparatory activities as the rest of the class. The class was then flexibly grouped for small group instruction based on the students' needs. The Learning Support teacher, classroom teacher, and a Title I teacher taught the small groups. The configuration of teachers and students has since changed somewhat, but whole and small group instruction is still

delivered daily in math classes to meet individual student's needs.

Important math "Look Fors" which include: 1) objective matched to a state standard, 2) high levels of student engagement, 3) problem solving tasks, 4) small group work and cooperative learning, 5) manipulatives, and 6) frequent checking for student understanding, are incorporated on a regular basis during math classes.

Instructional Methods

The instructional methods used at Marclay are aimed at **accommodating individual learner's differences** within the context of the class as a whole, and to provide a collaborative learning environment in which the students are challenged to take risks, follow their questions, and explore the content areas.

Teachers use data gained through assessment to drive instruction and **take into account individual student's characteristics and needs**. High levels of student engagement are evident in all classes. High-level students are allowed to move ahead of their grade-level peers, while the **teacher spends increased time with students who require more time to perform below or on grade-level tasks**. The students are led to base learning on a connection between what they know and what is new.

The teachers model skills as an inquiry process in order to help the students become decision makers who self-question, monitor, reflect and revise.

Following is a **pattern of instruction continuously repeated** in order to meet students' individual needs at their instructional levels, thereby increasing opportunities for student success: 1) **whole class/flexible group instruction** for the purpose of introducing ideas, planning and/or sharing, 2) **individual work and/or flexible grouping** for the purpose of exploration, sense making, extension, and/or production, while the teacher checks for understanding and guides students to higher levels of achievement, and 3) **coming together as a whole class/group** for instruction and to share and answer questions.

Professional Development Program

Research shows that **the teacher is the most influential factor in the classroom** as far as what, how, and how well a student learns. Because of this fact, our strategy as a district is to deliver job-embedded, sustained, differentiated staff development. In grades Kindergarten through four, five Reading Recovery teachers in our district work not only with low-achieving first grade students individually and with small groups of low-achieving students in Kindergarten through fourth grade, but **in classrooms with teachers** to enhance and/or build new skills. By working with teachers and studying data on student progress, individual teacher's needs are identified and then addressed through the Reading Recovery teachers by: 1) modeling in the classrooms, 2) preparing informational materials for the teachers that will increase and build upon their knowledge of the components of the Balanced Literacy Framework used in our language arts program, 3) presenting Guided Reading sample lessons that increase in levels of difficulty during time set aside by getting the teachers substitutes, 4) leading weekly team meetings with the teachers and presenting material that is pertinent to problems that the teachers are having at that time, and 5) presenting to and engaging groups of teachers from different grade levels during professional learning days.

In the teachers' weekly team meetings, not only is language arts addressed, but math strategies are planned that will address individual, classroom and building needs.

Individual teacher's professional development needs are also addressed by sending teachers to other carefully selected classrooms in the district where specific teacher skills and strategies that are needed are being utilized and modeled.

All of the professional development strategies listed above continuously build upon teachers' skills, thereby improving teacher quality, thus **RAISING STUDENT ACHIEVEMENT**.

PART VII - ASSESSMENT RESULTS

Table I
No Child Left Behind – Blue Ribbon School
Grade 5 Math

Subject Math Grade 5 Test PSSA

The Pennsylvania Department of Education formulates yearly PSSA Assessments.

Testing month	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	100	100	100	73	81
% At or Above Proficient	100	93	75	40	48
% At Advanced	88	80	56	13	14
Number of students tested	24	30	32	23	21
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100	100	100	**	**
% At or Above Proficient	100	93	71	**	**
% At Advanced	75	71	48	**	**
Number of students tested	12	14	21	**	**
2. <u>Students with an IEP</u> (specify subgroup)					
% At or Above Basic		*	*	*	
% At or Above Proficient		*	*	*	
% At Advanced		*	*	*	
Number of students tested	0	8	2	6	0
3. <u>Non-IEP</u> (specify subgroup)					
% At or Above Basic	100	100	100	88	81
% At or Above Proficient	100	96	80	41	48
% At Advanced	88	96	60	12	14
Number of students tested	24	22	30	17	21
4. <u>Male</u> (specify subgroup)					
% At or Above Basic	*	100	100	77	**
% At or Above Proficient	*	93	83	46	**
% At Advanced	*	80	75	15	**
Number of students tested	9	15	12	13	**
5. <u>Female</u> (specify subgroup)					
% At or Above Basic	100	100	100	*	**
% At or Above Proficient	100	93	70	*	**
% At Advanced	87	80	45	*	**
Number of students tested	15	15	20	9	**
STATE SCORES					
% At or Above Basic	80	78	75	78	78
% At or Above Proficient	62	56	53	53	52
% At Advanced	37	28	26	23	27

* When the total number of students in a subgroup is less than 10, results are not provided to the school on PSSA school report.

** Subgroup results not reported for the given year.

Table I
No Child Left Behind – Blue Ribbon School
Grade 5 Reading

Subject Reading Grade 5 Test PSSA

The Pennsylvania Department of Education formulates yearly PSSA Assessments.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	100	90	85	61	62
% At or Above Proficient	100	67	66	26	48
% At Advanced	100	50	19	0	24
Number of students tested	24	30	32	23	21
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Economically Disadvantaged</u> (specify subgroup)					
% At or Above Basic	100	79	86	**	**
% At or Above Proficient	100	43	57	**	**
% At Advanced	100	29	10	**	**
Number of students tested	12	14	21	**	**
2. <u>Students with an IEP</u> (specify subgroup)					
% At or Above Basic		*	*	*	
% At or Above Proficient		*	*	*	
% At Advanced		*	*	*	
Number of students tested	0	8	2	6	0
3. <u>Non-IEP</u> (specify subgroup)					
% At or Above Basic	100	100	90	71	62
% At or Above Proficient	100	82	70	35	48
% At Advanced	100	64	20	0	24
Number of students tested	24	22	30	17	21
4. <u>Male</u> (specify subgroup)					
% At or Above Basic	*	93	75	69	**
% At or Above Proficient	*	60	67	39	**
% At Advanced	*	53	25	0	**
Number of students tested	9	15	12	13	**
5. <u>Female</u> (specify subgroup)					
% At or Above Basic	100	87	90	*	**
% At or Above Proficient	100	73	65	*	**
% At Advanced	100	47	15	*	**
Number of students tested	15	15	20	9	**
STATE SCORES					
% At or Above Basic	81	78	80	77	78
% At or Above Proficient	62	58	57	56	55
% At Advanced	34	27	18	20	29

* When the total number of students in a subgroup is less than 10, results are not provided to the school on PSSA school reports.

** Subgroup results not reported for the given year.

Assessment Referenced Against National Norms

Subject Language Arts Grade K Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	55	59	55
Number of students tested	17	29	16
Percent of total students tested	91	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	54	47	55
Number of students tested	14	13	6
2. <u>Students with an IEP</u> (specify subgroup)	0	29*	47*
Number of students tested	0	4	4
3. <u>Non-Iep</u> (specify subgroup)	55	64	57
Number of students tested	17	25	12
4. <u>Male</u> (specify subgroup)	55	57	55
Number of students tested	12	18	11
5. <u>Female</u> (specify subgroup)	56	64	52
Number of students tested	5	11	6

* Reflects scores of all IEP students including those with Speech or Language Impairment.

Assessment Referenced Against National Norms

Subject Math Grade K Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	54	45	75
Number of students tested	17	29	16
Percent of total students tested	91	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	50	36	52
Number of students tested	14	13	6
2. <u>Students with an IEP</u> (specify subgroup)	0	28*	47*
Number of students tested	0	4	4
3. <u>Non-Iep</u> (specify subgroup)	54	45	59
Number of students tested	17	25	12
4. <u>Male</u> (specify subgroup)	53	41	55
Number of students tested	12	18	11
5. <u>Female</u> (specify subgroup)	55	44	55
Number of students tested	5	11	6

* Reflects scores of all IEP students including those with Speech or Language Impairment.

Assessment Referenced Against National Norms

Subject Reading Grade 1 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	41	35	41
Number of students tested	29	17	26
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	39	33	36
Number of students tested	15	10	13
2. <u>Students with an IEP</u> (specify subgroup)	19*	27*	24*
Number of students tested	1	4	3
3. <u>Non-Iep</u> (specify subgroup)	42	38	43
Number of students tested	28	13	23
4. <u>Male</u> (specify subgroup)	39	33	41
Number of students tested	16	10	17
5. <u>Female</u> (specify subgroup)	46	38	41
Number of students tested	13	7	9

* Reflects scores of all IEP students including those with Speech or Language Impairment.

Assessment Referenced Against National Norms

Subject Math Grade 1 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	51	53	58
Number of students tested	29	17	26
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	44	50	52
Number of students tested	15	10	13
2. <u>Students with an IEP</u> (specify subgroup)	27*	37*	48*
Number of students tested	1	4	3
3. <u>Non-Iep</u> (specify subgroup)	51	58	59
Number of students tested	28	13	23
4. <u>Male</u> (specify subgroup)	46	57	56
Number of students tested	16	10	17
5. <u>Female</u> (specify subgroup)	55	47	62
Number of students tested	13	7	9

* Reflects scores of all IEP students including those with Speech or Language Impairment.

Assessment Referenced Against National Norms

Subject Reading Grade 2 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	45	49	51
Number of students tested	21	25	15
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	42	42	45
Number of students tested	13	12	8
2. <u>Students with an IEP</u> (specify subgroup)	0	34*	66*
Number of students tested	0	2	1
3. <u>Non-Iep</u> (specify subgroup)	50	51	51
Number of students tested	21	23	14
4. <u>Male</u> (specify subgroup)	44	44	54
Number of students tested	12	12	7
5. <u>Female</u> (specify subgroup)	49	54	49
Number of students tested	9	13	8

* Reflects scores of all IEP students including those with Speech or Language Impairment.

Assessment Referenced Against National Norms

Subject Math Grade 2 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	50	51	52
Number of students tested	21	25	15
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	48	44	47
Number of students tested	13	12	8
2. <u>Students with an IEP</u> (specify subgroup)	0	50*	63*
Number of students tested	0	2	1
3. <u>Non-Iep</u> (specify subgroup)	50	52	52
Number of students tested	21	23	14
4. <u>Male</u> (specify subgroup)	55	54	48
Number of students tested	12	12	7
5. <u>Female</u> (specify subgroup)	44	49	48
Number of students tested	9	13	8

* Reflects scores of all IEP students including those with Speech or Language Impairment.

Assessment Referenced Against National Norms

Subject Reading Grade 3 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	58	58	52
Number of students tested	24	13	22
Percent of total students tested	100	93	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	49	62	53
Number of students tested	11	8	14
2. <u>Students with an IEP</u> (specify subgroup)	36*	68*	46*
Number of students tested	3	1	3
3. <u>Non-Iep</u> (specify subgroup)	68	58	53
Number of students tested	21	12	18
4. <u>Male</u> (specify subgroup)	49	63	52
Number of students tested	13	8	16
5. <u>Female</u> (specify subgroup)	62	49	54
Number of students tested	11	5	6

* Reflects scores of all IEP students including those with Speech or Language Impairment

Assessment Referenced Against National Norms

Subject Math Grade 3 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	59	55	53
Number of students tested	24	14	22
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	54	55	53
Number of students tested	11	9	14
2. <u>Students with an IEP</u> (specify subgroup)	40*	85*	45*
Number of students tested	3	1	3
3. <u>Non-Iep</u> (specify subgroup)	69	53	54
Number of students tested	21	13	18
4. <u>Male</u> (specify subgroup)	60	58	54
Number of students tested	13	8	16
5. <u>Female</u> (specify subgroup)	59	51	51
Number of students tested	11	5	6

* Reflects scores of all IEP students including those with Speech or Language Impairment

Assessment Referenced Against National Norms

Subject Reading Grade 4 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	66	57	48
Number of students tested	12	25	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	63	57	48
Number of students tested	6	14	14
2. <u>Students with an IEP</u> (specify subgroup)	0	59*	44*
Number of students tested	0	3	4
3. <u>Non-Iep</u> (specify subgroup)	64	57	50
Number of students tested	12	22	19
4. <u>Male</u> (specify subgroup)	68	53	49
Number of students tested	7	15	10
5. <u>Female</u> (specify subgroup)	58	63	47
Number of students tested	5	10	13

* Reflects scores of all IEP students including those with Speech or Language Impairment

Assessment Referenced Against National Norms

Subject Math Grade 4 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles ____

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	59	57	50
Number of students tested	12	25	23
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	64	59	51
Number of students tested	6	14	14
2. <u>Students with an IEP</u> (specify subgroup)	0	61*	42*
Number of students tested	0	3	4
3. <u>Non-Iep</u> (specify subgroup)	64	56	52
Number of students tested	12	22	19
4. <u>Male</u> (specify subgroup)	61	58	50
Number of students tested	7	15	10
5. <u>Female</u> (specify subgroup)	56	55	51
Number of students tested	5	10	13

* Reflects scores of all IEP students including those with Speech or Language Impairment

Assessment Referenced Against National Norms

Subject Reading Grade 5 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	56	51	52
Number of students tested	27	24	30
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	52	50	42
Number of students tested	17	13	15
2. <u>Students with an IEP</u> (specify subgroup)	54*	0	41*
Number of students tested	4	0	8
3. <u>Non-Iep</u> (specify subgroup)	58	51	58
Number of students tested	23	24	22
4. <u>Male</u> (specify subgroup)	54	52	53
Number of students tested	15	9	15
5. <u>Female</u> (specify subgroup)	57	50	50
Number of students tested	12	15	15

* Reflects scores of all IEP students including those with Speech or Language Impairment

Assessment Referenced Against National Norms

Subject Math Grade 5 Test ITBS
Edition/Publication Year A/2001 Publisher Riverside Publishing

Scores are reported here as (check one): NCEs ☒ Scaled scores ☐ Percentiles ☐

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
SCHOOL SCORES			
Total Score	58	48	57
Number of students tested	27	24	30
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. <u>Economically Disadvantaged</u> (specify subgroup)	56	45	53
Number of students tested	17	13	15
2. <u>Students with an IEP</u> (specify subgroup)	53*	0	46*
Number of students tested	4	0	8
3. <u>Non-Iep</u> (specify subgroup)	62	48	62
Number of students tested	23	24	22
4. <u>Male</u> (specify subgroup)	54	49	59
Number of students tested	15	9	15
5. <u>Female</u> (specify subgroup)	60	48	55
Number of students tested	12	15	15

* Reflects scores of all IEP students including those with Speech or Language Impairment